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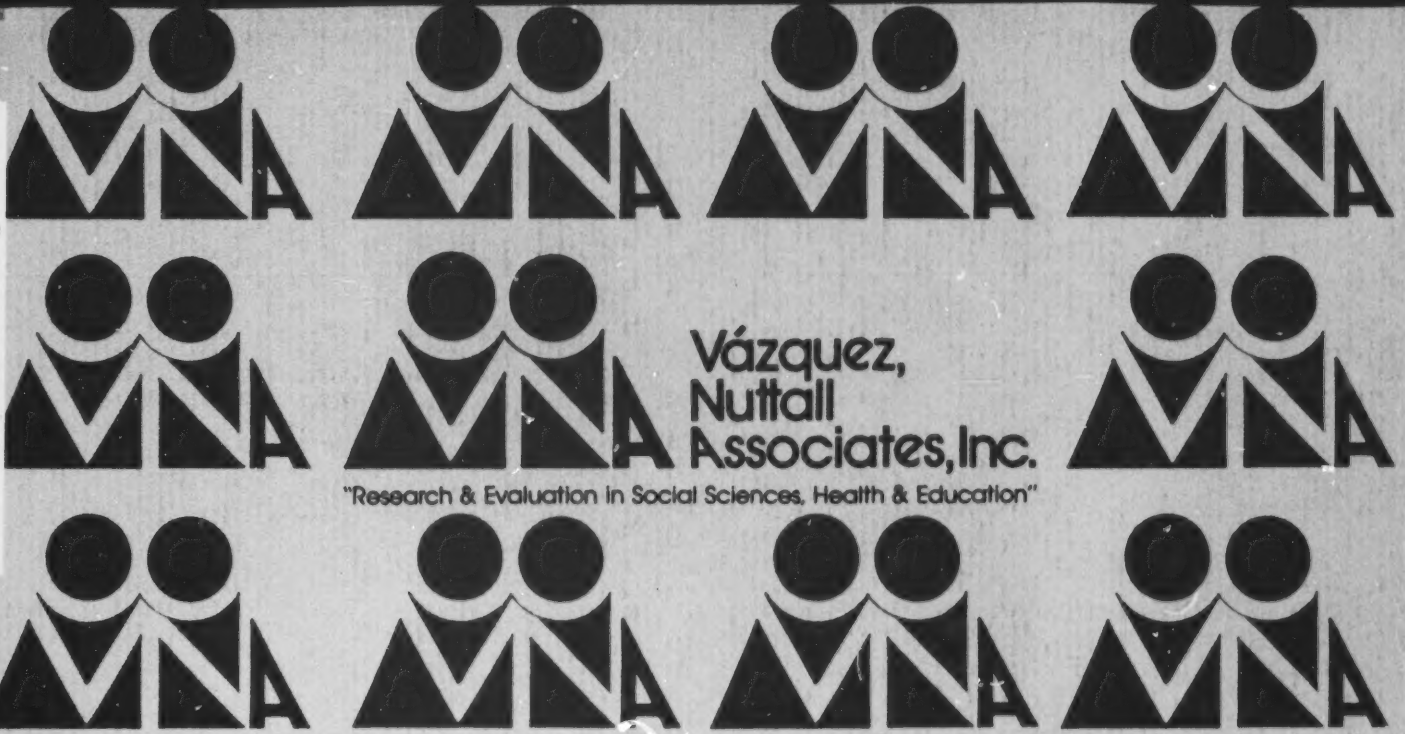
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ABSTRACT

The major focus of this interim report on Boston's Chapter I Elementary Reading Program (1982-83) is a comparison of the traditional pull-out model with a pilot model in which the Chapter I teacher works in the student's regular classroom and uses the same basal reader as the classroom teacher. The pilot project was not well received, with 73 percent of pilot staff preferring separate Chapter I rooms next year and 95 percent of nonpilot staff preferring to retain their separate Chapter I rooms. The most frequently mentioned advantages of the pilot project were reinforcement of classroom reading instruction, uses of the same basal reader, and greater communication between teachers. The most frequent response for all groups except pilot teachers, however, was that there were no advantages. The disadvantage mentioned most frequently was that it was too distracting to run two instructional programs at one time in the same classroom. Other disadvantages were inadequate space ("turf"), struggles between teachers, limitations on the use of materials and audiovisual equipment, and the inability to sufficiently individualize Chapter I instruction. Suggestions for improvement included teacher workshops, increased planning time, and modification of the model to allow quiet space for some activities outside the classroom. (CMG)

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INTERIM EVALUATION REPORT

1982-1983 CHAPTER I ELEMENTARY READING PROGRAM

ECIA Project #83-035-134

February 1983

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TABLE OF CONTENTS

	Page
<u>EXECUTIVE SUMMARY</u>	1
I. INTRODUCTION.....	1
II. EVALUATION DESIGN.....	3
Evaluation Questions.....	3
Schools Evaluated.....	4
Data Collection Methods.....	6
Interviews.....	6
Questionnaires.....	6
Attendance at Meetings and Workshops.....	8
Observations.....	8
III. OVERALL DESCRIPTION OF THE ELEMENTARY SCHOOL CHAPTER I READING PROGRAM.....	9
Pull-out Model.....	9
Pilot Model.....	10
New Century Reading Labs (NCEC).....	10
Hearing Impaired Program.....	11
IV. ADEQUACY OF SPACE AND FACILITIES.....	13
Pull-out Program Facilities.....	14
In-class Pilot Facilities.....	15
Summary.....	17
V. LEARNING ACTIVITIES IN THE SHARED CLASSROOM; NOISE AND DISTRACTION A MAJOR PROBLEM.....	19
Distraction in the Shared Classroom.....	20
Observed Classroom Activities.....	22
Student Learning In the Pilot Model.....	24
Summary.....	25
VI. COMMUNICATION AND COORDINATION IN THE SHARED CLASSROOM.....	27
Planning.....	32
Summary.....	33
VII. USE OF SAME BASAL READER FOR CHAPTER I AS FOR REGULAR CLASSWORK; SUPPLEMENTARY CURRICULUM MATERIALS.....	34
Use of Basal Reader.....	34
Curricular Materials Observed in Use.....	36
Summary.....	38
VIII. IMPACT OF REDUCTION OF PARAPROFESSIONALS.....	39
Summary.....	43

IX.	ADVANTAGES, DISADVANTAGES, PREFERENCES AND SUGGESTIONS.....	44
	Degree of Satisfaction with Pilot Program.....	44
	Preference for Pull-out Versus Pilot Model.....	45
	Major Advantages of Locating Chapter I In the Regular Classroom (the Pilot Model).....	46
	Disadvantages of Locating Chapter I In the Regular Classroom.....	48
	Suggestions for Improving the Pilot Program.....	51
	Summary.....	52
X.	RECOMMENDATIONS.....	53

LIST OF TABLES

	<u>Page</u>
Table 1 - Number of Elementary Schools In Districts 1-9 by Type of School.....	4
Table 2 - Total Enrollment In Districts 1-9 by District and Type of School.....	5
Table 3 - Enrollment Figures and Schools Participating In the Pilot Chapter I Program.....	5
Table 4 - Interviews Held.....	6
Table 5 - Questionnaire Response Rate.....	7
Table 6 - Meetings/Workshops Attended.....	8
Table 7 - Types of Chapter I Classroom Facilities Observed.....	13
Table 8 - Do you have adequate space available to you?.....	14
Table 9 - Pilot Chapter I Teachers' Views of Equipment and Material Usage In Their In-class Location.....	16
Table 10 - Problems In Scheduling.....	20
Table 11 - Are students distracted by having Chapter I in the regular classroom?.....	21
Table 12 - Frequency of Observed Teaching Techniques.....	23
Table 13 - Student Activities Observed.....	23
Table 14 - Are your Chapter I students learning as well in the pilot model as in the pull-out model?.....	25
Table 15 - Pilot Respondents Perceptions of Change In Amount of Communication Between Chapter I Teachers and Regular Teachers In Pilot Program Compared to Regular Program.....	27
Table 16 - Sufficiency of Communication on Each of Seven Topics as Perceived by Different Types of Teachers.....	29
Table 17 - Are you able to plan lessons for each class?.....	32
Table 18 - Should Chapter I children use the same basal reading series for Chapter I and their regular classwork?.....	34
Table 19 - Curricular Materials Observed In Use In Pilot and Pull-out Programs.....	37
Table 20 - How many teachers do you assist?.....	39

Table 21 -	If you work for more than one teacher, do you find this difficult?.....	39
Table 22 -	In thinking about your work week, this year and last have there been any changes in the amount of time you spend working with children and doing paperwork?.....	40
Table 23 -	Role of the Paraprofessional.....	41
Table 24 -	Do you think the reduction of paraprofessionals has had any impact of the Chapter 1 Program?.....	41
Table 25 -	How satisfied are you with the Pilot Program?.....	44
Table 26 -	Is there enough space in your classroom for the Chapter 1 program?.....	45
Table 27 -	Preferences for Chapter 1 in Separate Room or In-class Next Year.....	46
Table 28 -	Major Advantages of Locating Chapter 1 in the Regular Classroom.....	47
Table 29 -	Disadvantages of Locating Chapter 1 in the Regular Classroom.....	49
Table 30 -	Suggestions from Pilot Staff for Improving the Pilot Program.....	51

EXECUTIVE SUMMARY

Introduction

This report is the Interim evaluation report for the FY83 Chapter I Elementary Reading Program of the Boston Public Schools.

Chapter I is a federally funded program intended to provide remedial instruction to educationally disadvantaged children from low income areas. The City of Boston has participated in this program (previously known as Title I) for seventeen years.

This year several changes have taken place in the Chapter I program. The most noticeable one is the name change, occasioned by new federal legislation effective October, 1982, which replaces Title I of the Elementary and Secondary Education Act of 1965. Along with the name change and some revisions in guidelines, has come a further reduction in federal funds in Boston. Boston, like other participating communities, has been faced with the problem of trying to continue delivering a quality program with less money.

The predominant method of providing Chapter I instruction has been that of pulling eligible students out of regular classes, one period a day, for small group instruction in a separate Chapter I room. This year, however, a new pilot model is being tried out in which the Chapter I teacher provides the instruction in a section of the student's classroom. In an attempt to improve coordination between a student's Chapter I instruction and regular classroom program, the pilot Chapter I teachers are using the same basal readers as the classroom teachers. Nine schools, one in each district, are participating in the pilot program. A comparison of the pilot and traditional (pull-out) models, at the elementary level, is the major focus of this Interim report.

Other changes this year have involved personnel. In conformance with a new State Department of Education requirement all Chapter I teachers in the reading programs are now reading certified. Several Chapter I teachers had to take additional courses and become reading certified in order to stay in the program. Also, there have been further cutbacks in the number of paraprofessionals. Most of the remaining paraprofessionals now share their time between two or more teachers (and sometimes travel between two schools). No paraprofessionals are used in the pilot program.

At the administrative level there have been cutbacks in staff. Among them is the elimination of the position for secondary school staff development.

One more change is that under the new Chapter I law, parent advisory councils (PACs) are no longer required in each school. However, the Citywide Parent Advisory Council still meets and provides a forum for parent exchange.

Evaluation Design

Data collection methods used for this evaluation included interviews, on-site observations, attendance at meetings, and a series of questionnaires.

All 82 public, parochial and private schools are being visited and evaluated, including the nine schools (one in each district) which have pilot Chapter I programs in the regular classrooms.

Table 1 shows the questionnaire response rate for pilot and non-pilot Chapter I staff.

Table 1
Questionnaire Response Rate

Data Source	Number Sent	Number Returned	Percent Returned
<u>In-Class Pilot Staff</u>			
Principals	9	6	67%
Chapter I Teachers	19	14	74%
Classroom Teachers	27	18	67%
Total	55	38	69%
<u>Pull-Out Staff</u>			
Principals	73	46	63%
Chapter I Teachers	119	83	70%
Paraprofessionals	(75)	(45)	(*)
Classroom Teachers**	246	121	49%
Total***	438	250	57%

* More questionnaires than necessary were sent out for this group because the evaluator was not always sure how the paraprofessionals were shared.

** Three classroom teachers in each school were selected by evaluation coordinators to receive questionnaires.

*** Excluding paraprofessionals (see note above).

In addition to the questionnaires received, four meetings were attended, twelve pilot classes and thirty two pull-out classes were observed, and seventy interviews were conducted.

Major Findings

o Dissatisfaction With Pilot Program

The pilot program has not been well received in Chapter I schools. Well over a third of the participating Chapter I teachers and classroom teachers are extremely dissatisfied with the program and half of the principals have reservations, as well.

o Pull-Out Program Preferred for Next Year

Seventy-three percent of all pilot respondents would prefer to have separate Chapter I rooms instead next year, and 95% of the non-pilot staff prefer to retain their separate Chapter I rooms.

o Major Advantages of Pilot

The most frequently mentioned advantages of the pilot program are reinforcement of classroom reading instruction, use of the same basal reader, and greater communications between teachers. However, the most frequent response from all groups, except Pilot Chapter I teachers, is that there are no advantages.

o Major Disadvantages of Pilot

The disadvantage most frequently mentioned is that it is too distracting to run two instructional programs at the same time in one classroom. Other disadvantages cited were the lack of adequate space for the program, "turf" struggles between teachers, limitations on the use of materials and audio-visual equipment and the inability to sufficiently individualize Chapter I instruction given the foregoing problems.

o Suggestions for Improving Pilot

The few suggestions for improving the pilot program included teacher workshops, an increase in planning time, and modifying the model to allow quiet space for some activities outside the classroom.

o Inadequacy of Space and Facilities for Pilot Chapter I Programs

Ninety-four percent of the teachers with separate Chapter I rooms feel that their space is adequate, as compared to only 36% of the Chapter I teachers working in the students' regular classrooms.

While all of the separate Chapter I rooms observed had blackboards, bulletin boards and storage space, only three of the twelve classrooms used for the pilot model had these facilities. Of the three spaces evaluators judged adequate for the pilot program, two were halves of large double classrooms and one was a partitioned section of an open classroom complex. Regular sized classrooms did not provide sufficient space or facilities to allow both the regular class and the Chapter I class to operate optimally at the same time.

o Students Distracted In the Pilot Classroom

Although Chapter I activities in the shared classroom do not differ greatly from Chapter I activities in separate classrooms, distraction is a major complicating factor.

It is the pilot classroom teacher, more often than the Chapter I teacher, who is forced to schedule activities that will accommodate another class in the room. Ninety-four percent of the classroom teachers said they had to modify activities, usually so as to avoid whole class instruction.

The pilot Chapter I teacher, on the other hand, does feel compelled to keep her students' voices low and also to avoid some whole group oral activities. The Chapter I teachers who have been most successful in coping with the shared classroom appear to be those who are prepared to be unusually interesting and quiet.

Still, distraction continues to be a problem, according to more than 80% of both pilot Chapter I teachers and classroom teachers. In fact, 56% of the classroom teachers say it is often a problem as compared to a third of the Chapter I teachers.

o **Coordination of Students' Regular and Chapter I Programs Is Still**

Accomplished Outside of Classroom Time, Even In the Pilot Model

More than a third of the participants in the pilot program believe that model has facilitated an increase in communications between the Chapter I teachers and regular classroom teachers. However, Pilot Chapter I teachers are less satisfied than the classroom teachers with the sufficiency of communications regarding students' work and the sharing of classroom facilities.

The majority of pilot teachers say that coordination of the students' program still gets accomplished outside of the classroom, as it always has--before school, during recess, during lunch, or after school. As one teacher points out, if any classroom time is diverted to teacher discussion the Chapter I students lose out on instruction time.

Eighty-one percent of responding pull-out teachers are able to plan lessons for each class as compared to seventy-one percent of pilot teachers. Perhaps the most interesting finding, however, is that some pilot Chapter I teachers feel pressured to follow the homeroom teachers' plans instead of their own.

o **The Majority of Pilot Chapter I Teachers Favor Using the Classroom Basal Reading Series; the Majority of Pull-out Teachers Prefer to Use Different Basals**

A majority of the teachers involved in the pilot program favor using the classroom basal in Chapter I work as a means to reinforce classroom instruction. On the other hand, a majority of teachers involved in the traditional pull-out program, feel that the use of different basals is more motivating to students and more appropriate to students' reading levels.

- o A Greater Variety of Curricular Materials Are Used In the Separate Chapter I Room Than In the Pilot In-Class Model

During on-site visits, evaluators observed that a greater variety of curricular materials were used in the separate Chapter I rooms than in the in-class model. The main reasons for this difference are 1) pilot teachers find it difficult to carry materials from class to class, and 2) It is harder to use audio-visual materials and materials requiring out-loud work in the shared classroom.

- o The Decrease In Paraprofessionals Has Been a Problem This Year

With a further decrease in the number of paraprofessionals this year, the majority of these aides now are shared by two or more teachers. For most paraprofessionals this arrangement results in a sense of discontinuity, and a decrease in their interaction with students. A majority of Chapter I teachers and principals in the schools with traditional pull-out programs say that the reduction in paraprofessionals has meant 1) a reduction in individualized instruction and 2) increased paperwork for teachers. Three pilot Chapter I teachers pointed out that paraprofessionals are not necessary in that model and are not currently being used, yet a majority of this group also claimed that the reduction in paraprofessionals caused less individualization of instruction and more paperwork for teachers.

Recommendations

Recommendation 1:

The pilot (in-class) model of Chapter I services should not be continued.

Discussion:

While final determination of the educational benefits or losses due to the pilot program awaits the post-test results at the end of the year, the general

consensus of Boston teachers and principals polled is that the pilot program is not as good as the traditional pull-out model.

When given a clear choice between the two programs, only a small minority favor the in-class model.

Given that most Boston schools currently have adequate numbers of classrooms to supply Chapter 1 teachers with their own rooms, the pull-out model offers several major advantages.

First, there is less distraction for both the Chapter 1 students and the rest of the class when the pull-out model is used.

Second, with the pull-out model both Chapter 1 and regular classroom teachers have greater flexibility in the types of teaching techniques they can use. In particular the Chapter 1 teachers would have more opportunities to use audio-visual equipment and whole class recitation techniques. The regular classroom teachers would no longer be restricted to using "quiet" teaching techniques when the Chapter 1 teacher was in the room.

Recommendation 2:

If an in-classroom Chapter 1 model were to continue, certain conditions should be met.

Discussion:

If an in-class Chapter 1 model is to continue to be used, the following guides should be used. These guidelines are based on observations and interviews in the pilot schools.

a. The principals should be allowed to choose which classrooms are to have the in-class Chapter 1 model.

b. Generally any classroom which has an in-class Chapter 1 model should have available to the Chapter 1 teacher the following:

- o A blackboard
- o A bulletin board
- o A file cabinet (preferably locked)
- o Adequate space for Chapter 1 students at least ten feet away from a seat occupied by a regular classroom child

Generally the in-class Chapter 1 teacher should be a very experienced teacher, usually one who has been in the school several years.

A principal in opting for an in-class model should be sure that both the Chapter 1 and the regular teachers involved have compatible teaching styles and are willing to work cooperatively with each other.

Recommendation 3:

There should not be any further cuts in the number of paraprofessionals relative to the number of Chapter 1 teachers.

Discussion:

A considerable majority of the respondents to our questionnaires note that the reduction in the number of paraprofessionals has had a detrimental effect. In our observations, there seem to be somewhat more use of whole group and small group instruction as contrasted to individualized instruction when the paraprofessionals are not present. If further cuts in the number of paraprofessionals are made the program will shift from its current diagnostic-individualized approach to a more small group instructional mode.

Recommendation 4:

A different Chapter 1 Basal Reader should be used rather than using the same one as the regular teachers.

Discussion:

While there are few strong opinions about Basal Readers, our observations were that the Chapter 1 teachers using their own basals were able to plan their lessons with greater security and with a longer time horizon than those using the regular teacher's Basal Series.

I. INTRODUCTION

This report is the Interim evaluation report for the FY83 Chapter I Elementary Reading Program of the Boston Public Schools.

Chapter I is a federally funded program intended to provide remedial instruction to educationally disadvantaged children from low income areas. The City of Boston has participated in this program (previously known as Title I) for seventeen years.

This year several changes have taken place in the Chapter I program. The most noticeable one is the name change, occasioned by new federal legislation effective October, 1982, which replaces Title I of the Elementary and Secondary Education Act of 1965. Along with the name change and some revisions in guidelines, has come a further reduction in federal funds in Boston. Boston, like other participating communities, has been faced with the problem of trying to continue delivering a quality program with less money.

The predominant method of providing Chapter I instruction has been that of pulling eligible students out of regular classes, one period a day, for small group instruction in a separate Chapter I room. This year, however, a new pilot model is being tried out in which the Chapter I teacher provides the instruction in a section of the student's classroom. In an attempt to improve coordination between a student's Chapter I instruction and regular classroom program, the pilot Chapter I teachers are using the same basal readers as the classroom teachers. Nine schools, one in each district, are participating in the pilot program. A comparison of the pilot and traditional (pull-out) models, at the elementary level, is the major focus of this Interim report.

Other changes this year have involved personnel. In conformance with a new State Department of Education requirement all Chapter I teachers in the

reading programs are now reading certified. Several Chapter I teachers had to take additional courses and become reading certified in order to stay in the program. Also, there have been further cutbacks in the number of paraprofessionals. Most of the remaining paraprofessionals now share their time between two or more teachers (and sometimes travel between two schools). No paraprofessionals are used in the pilot program.

At the administrative level there have been cutbacks in staff. Among them is the elimination of the position for secondary school staff development.

One more change is that under the new Chapter I law, parent advisory councils (PACs) are no longer required in each school. However, the Citywide Parent Advisory Council still meets and provides a forum for parent exchange.

II. EVALUATION DESIGN

The evaluation of the FY83 Chapter 1 Elementary Reading Program is designed to provide both formative and summative information to staff, headmasters and administrators. Summative information including standardized test findings and attendance information, will be provided in the final report after students are post-tested on the Metropolitan Achievement Test in reading. This interim report focuses on formative findings to date.

The major focus of this interim formative report is a comparison of 1) the pilot model (which provides Chapter 1 instruction in the regular classroom using the classroom basal reading series) and 2) the traditional method of pulling out Chapter 1 children for instruction in a separate Chapter 1 room. It was expected that a major benefit of the pilot program would be improved coordination of the students' Chapter 1 program and regular program, and increased communication between the students' Chapter 1 teacher and regular teacher.

Another area being examined in this report is the impact of the reduction in paraprofessionals.

This report is intended to address the following evaluation questions.

Evaluation Questions

What is the effect of locating Chapter 1 instruction in the regular classroom instead of in a separate classroom?

Does a shared location improve communication between the Chapter 1 teacher and regular teacher?

Does a shared location improve coordination between the child's Chapter 1 program and regular program?

Does a shared location affect the kind of instruction that takes place?

Are there any other advantages to a shared location?

Are there any drawbacks to a shared location?

Do teachers and administrators prefer to have Chapter I instruction take place in a regular classroom or in a separate classroom?

How has the Chapter I program been affected by the reduction in paraprofessionals?

Should Chapter I students be using the same basal reader in Chapter I and their regular classroom work?

Schools Evaluated

In the 1982-83 school year, all Chapter I schools are being evaluated. This is a change from last year when the central Boston School Administration mandated to Title I that the evaluation limit its focus to districts II, III and IV.

Eighty-two public, parochial and private elementary schools have Chapter I programs. Table 1 shows the number and types of participating schools in each district. Table 2 shows the numbers of students enrolled in Chapter I in each district.

Table 1

Number of Elementary Schools in
Districts 1-9 by Type of School

District	Public	Parochial	Private	Total
I	4	3		7
II	10	2	1	13
III	4	0		4
IV	2	2		4
V	10	4		14
VI	9	7	1	17
VII	3	5		8
VIII	3	2		5
IX	10	0		10
TOTAL I-IX	55	25	2	82

Table 2
Total Enrollment* In Districts I-IX
by District and Type of School

District	Public	Parochial	Private	Total Enrollment by District
I	327	126	--	453
II	791	88	40	919
III	221	--	--	221
IV	222	87	--	309
V	1,040	238	--	1,278
VI	866	457	25	1,348
VII	380	237	--	617
VIII	182	92	--	274
IX	790	--	--	790
Total Enrollment	4,819	1,325	65	6,209

* Enrollment figures as of December 1982 supplied by Chapter I Administration.

Table 3 shows the schools participating in the pilot program in each district, and the number of Chapter I students and teachers in each of the schools.

Table 3
Enrollment Figures and Schools Participating
in the Pilot Chapter I Program

District	Name of School	Number of Students	Number of Chap. I Teachers
I	Farragut	64	2
II	John F. Kennedy	134	3
III	Beethoven	49	1
IV	Pauline A. Shaw	96	2
V	Quincy E. Dickerman	80	2
VI	Ralph W. Emerson	75	2
VII	St. John	95	2
VIII	Hugh Roe O'Donnell	97	2
IX	James M. Curley	109	3
TOTAL		799	19

Data Collection Methods

In this formative evaluation of the elementary school level Chapter 1 program, evaluators obtained information through interviews, on site observations, attendance at meetings, and a series of questionnaires. These methods are explained in detail in the following sections.

Interviews

The evaluator met with Chapter 1 administrators at the beginning of the year to discuss the evaluation design and focus. During on-site visits to pilot schools all Chapter 1 teachers and principals, as well as several classroom teachers, were interviewed. On visits to schools with pull-out programs, teachers and principals were interviewed whenever possible.

Table 4
Interviews Held

Interviews	N	Data Source
Chapter 1 Administrators	1	Associate Director, Research and Evaluation
	1	Associate Director, Elementary and Secondary Programs
Pilot School Staff	10	Chapter 1 Teachers
	9	Classroom Teachers
	4	Principals
Pull-out Staff	28	Chapter 1 teachers
	13	Principals
	4	Paraprofessionals

Questionnaires

Separate questionnaires were developed for pilot Chapter 1 teachers, pilot classroom teachers, pilot principals, non-pilot Chapter 1 teachers, classroom teachers, principals and paraprofessionals.

In mid-January packets of appropriate questionnaires were prepared and mailed to the evaluation coordinator in each school. The evaluation coordinators were each asked to distribute the questionnaires to their Chapter I teacher(s), principal, paraprofessional(s) and three classroom teachers.

The following table indicates questionnaire response rates for pilot and non-pilot Chapter I staff.

Table 5
Questionnaire Response Rate

Data Source	Number Sent	Number Returned	Percent Returned
<u>In-class Pilot Staff</u>			
Principals	9	6	67%
Chapter I Teachers	19	14	74%
Classroom Teachers	27	18	67%

TOTAL	55	38	69%
<u>Pull-out Staff</u>			
Principals	73	46	63%
Chapter I Teachers	119	83	70%
Paraprofessionals	(75)	(45)	(*)
Classroom Teachers	246	121	49%

TOTAL**	438	250	57%

* More questionnaires than necessary were sent out for this group because the evaluator was not always sure how the paraprofessionals were shared.

** Excludes paraprofessionals (see note above).

As can be seen in Table 5 approximately two-thirds of the Principals, Chapter I teachers and Pilot Classroom teachers returned questionnaires. However, only 49% of the non-pilot classroom teachers returned questionnaires. After our deadline for analysis, questionnaires continued to come in. It is expected that results from these additional questionnaires will be added to the final report findings.

Attendance at Meetings and Workshops

Table 6 shows the types of meetings and workshops evaluators attended. At the November 4th meeting, staff presented their written comments about the pilot program, as requested by the central Chapter 1 administration. References to their comments are made in this report.

Table 6
Meetings/Workshops Attended

Meetings/Workshops Attended	Date
Orientation for Chapter 1 teachers and paraprofessionals	September 9
Orientation for paraprofessionals	September 14
Evaluation Procedures	October 22
Teachers New to Chapter 1	November 4

Observations

Between late November and mid-January the evaluation team visited twelve pilot classes in four public schools and another thirty two pull-out classrooms in thirteen public schools and nine parochial schools. In order to cause as little disruption as possible, the evaluator attempted to stay in each classroom for an entire period.

A standardized data collection form, developed by the evaluator and approved by the Associate Director for Research and Evaluation, was used to record observations.

III. OVERALL DESCRIPTION OF THE ELEMENTARY SCHOOL CHAPTER 1 READING PROGRAM

Chapter 1 of the Education Consolidation and Improvement Act of 1981 provides federal funding to local school systems to supplement instructional services for educationally disadvantaged children from low income areas.

Every year Boston is surveyed to find the number of low-income families in each of the city's 861 population units or "geocodes". District schools having a high concentration of low income residents are eligible for Chapter 1 services. Once a district school is eligible for Chapter 1 services, all students in that school are eligible. In the non-district or magnet schools, all students who live in eligible geocodes are eligible for Chapter 1.

Within eligible schools, those students who score below the fiftieth percentile on the Metropolitan Achievement Test in reading are selected for the Chapter 1 program. The Sucher-Alred test is then used to determine placement in an appropriate reading level.

During the 1982-83 school year, approximately 6,214 elementary students in Districts I-IX are enrolled in Chapter 1 reading programs.

All students in the Chapter 1 program receive supplemental reading instruction for one forty-five minute period each day of the week.

Pull-out Model

The predominant model for Chapter 1 instruction is the pull-out model, wherein students are pulled out of their regular classrooms to attend a small Chapter 1 class in a separate room. In this model, classes are purposely limited to a maximum of eight students per teacher. The teachers are assisted by part-time paraprofessionals who assist with both classroom activities and paperwork.

In the pull-out model, instructional plans are individualized, but students often work together in small groups. Each student has an individual folder in which is kept a weekly lesson plan, a reading workbook, worksheets and other materials. At the beginning of each Chapter I class, students are expected to pick up their folders, read their daily plan and begin working. During the class the teacher both assists students individually and gives individual or small group instruction. A variety of materials and other learning aids are used.

Pilot Model

A new pilot Chapter I model this year also provides small group instruction, but this program takes place in the student's regular classroom, using the student's regular basal reading series. This program does not use any paraprofessional aides since having three adults in one classroom was judged unfeasible.

This year the in-class model of instruction (pilot program) is being implemented in nine schools, one in each district. Principals in each district were asked to volunteer for this program, and in return they were told they would not lose any Chapter I teachers.

New Century Reading Labs (NCEC)

The third major model of Chapter I instruction takes place in New Century Education Corporation Reading Labs (NCEC), located in three schools--Dever, Hale and Taylor. In this technologically programmed model, students individually listen to taped instruction and complete workbook assignments in a carefully planned sequence that they pursue at their own pace.

NCEC labs are located in large classrooms containing thirty cubicles that are each equipped with a desk, a cassette tape player, a headphone set, and a magic marker with special ink. Each lab is staffed by two Chapter I teachers and two paraprofessionals. Class size is thirty. As students enter the room, they select their work for the day from clearly labeled bins along the walls that contain lessons, books, answer sheets, and audio cassettes. In an adjacent small room there is a large round table, several chairs, and various paperback books, magazines, and educational games. The teacher's role is to help with equipment, to determine whether the student has successfully passed each lesson (by not failing more than two items) and to direct the student to either move to the next step or repeat with a similar lesson. On the average students complete one tape and workbook assignment per class.

A bulletin board display of certificates of achievement is used as a motivator.

Hearing Impaired Program

In addition to these three elementary school Chapter I models, there is also a Hearing Impaired Chapter I program at the Jackson-Mann School, and an English as a Second Language Chapter I program (which is being evaluated in a separate report).

Approximately twenty-two hearing impaired students at the Jackson-Mann School receive Chapter I instruction. Students are instructed in sign language by a teacher and paraprofessional. Students are assisted in vocabulary development, reading and communication skills. Class size ranges from one to eight students.

The overall Chapter I program objectives are the same for all the models of Instruction. These objectives are as follows:

Given approximately 45 minutes of instruction 5 days per week for the school year with no more than 11% absenteeism:

- o Chapter I students will successfully accomplish 85% of the objectives outlined for her/his instructional level.
 - o Chapter I students will show an increase of one normal curve equivalent* score as measured by the appropriate levels of the Metropolitan Achievement Reading Survey Test.
-

* A normal curve equivalent (NCE) gain means that the student has gained in comparison to the average of the national student norming group.

The main focus of this evaluation report is a comparison of the pull-out and pilot models.

IV. ADEQUACY OF SPACE AND FACILITIES

A major difference between the pilot Chapter 1 program and the traditional pull-out program is that the pilot program takes place in a section of the student's regular classroom, while in the traditional pull-out program students go to a separate Chapter 1 room for instruction.

Program Model	Location
In-Class Program	Students receive Chapter 1 instruction in their regular classroom.
Traditional Pull-Out Model	Students go to a separate classroom for Chapter 1 instruction.

During on-site visits, evaluators examined the facilities available to both the in-class and pull-out models, especially noting room size and the availability of blackboards, bulletin boards and storage space.

Table 7 shows the type of classroom facilities that were observed.

Table 7

Types of Chapter 1 Classrooms Facilities Observed

	N	%
<u>Pilot Model (In-Class) (N=12)</u>		
In regular size classroom	9	75%
In large open classroom	1	8%
In half of double classroom	2	17%
<u>Pull-out Model* (N=32)</u>		
Regular size classroom	17	53%
Small classroom	6	19%
Divided classroom	6	19%
Open classroom	3	9%
NCEC lab	-	-
Prescription Learning Center	-	-

* The evaluator visited 32 classrooms. In two cases the students were away from the classroom for a special activity.

As Table 8 shows, 93% of the pull-out Chapter 1 teachers responding to questionnaires felt that they had adequate space. Only a third of the pilot Chapter 1 teachers, however, felt that their space was adequate.

Table 8

Do you have adequate space available to you?

Chapter 1 Teachers	N	YES	NO	NO ANSWER
In-Class Pilot	14	36%	50%	14%
Pull-Out	83	94%	6%	--

Pull-out Program Facilities

On-site observations confirmed that the space available to the pull-out model was generally adequate. Thirty of the thirty-two classrooms observed appeared to be spacious enough with adequate blackboards, bulletin boards and storage space.

Only two small rooms seemed very crowded and in both of these rooms it would be difficult to arrange furniture for small group instruction. Teachers adapted to these limitations by sending students to the library to work with a paraprofessional, in one case, and having students read silently in the hall, in the other instance.

Asked in questionnaires to describe the physical space available to them, the Chapter 1 pull-out teachers most frequently mentioned the pleasant qualities of their room:

Comments

"I have a regular size classroom which makes it nice for setting up displays and learning centers."

"Room is large, warm and well lit near toilet facilities."

"Small, quiet, self-contained room. Perfect for individualized instruction."

"Have room of my own. Praise the Lord."

Among the 6% who rated their classrooms too small, the following complaints were made.

"Small space makes grouping difficult. Isolation of a disruptive student is impossible. Organization suffers when there isn't enough room to put things. Not enough board space."

"I have half a classroom. It suffices, but I would like more 'moving around' room."

In-class Pilot Facilities

Of the twelve classrooms evaluators observed being used for the pilot in-class program, only three appeared to be adequate for this purpose. These three all had blackboards, bulletin boards and storage space for Chapter I use, as well as room to move around and to talk comfortably. Two of the three adequate spaces were essentially half of double classrooms. The other was a section of a large open classroom complex, partitioned off with blackboards and bulletin boards.

In the remaining nine cases, Chapter I instruction took place in a corner of a regular classroom without access to blackboards or bulletin boards and with insufficient room for talking or moving without disturbing the regular classroom program. In one case, the room was so small that Chapter I students confined to a circular table with eight chairs were able to reach out and touch students in the regular class. In another classroom, the Chapter I program met next to a radiator which made students hot and uncomfortable.

When all pilot Chapter I teachers were asked in questionnaires to describe their facilities, the majority of respondents said they experienced limitations in using equipment and materials because of their in-class location. As Table 9 shows, eighty-six percent of these teachers said they

were unable to use audio-visual materials and fewer than half of the teachers indicated that they had access to blackboards and bulletin boards in all rooms where they taught. These results are interesting in light of the fact that non-pilot Chapter I teachers, observed teaching in their own rooms, made use of these learning aids and 81% reported in questionnaires that audio-visuals are an important part of their program.

More than half of the pilot Chapter I teachers (57%) said they could store some Chapter I materials in the classrooms they visit, but only twenty-nine percent said they did not experience difficulty carrying materials from room to room.

Table 9

Pilot Chapter I Teachers' Views of Equipment
and Material Usage in Their In-class Location
N = 14

Aspect of Facilities	Yes	No	In Some Rooms
Are you able to store Chapter I materials?	57%	36%	7%
Are you able to use audio-visual materials?	14%	86%	-
Do you have access to a blackboard?	43%	43%	14%
Do you have access to a bulletin board?	43%	43%	14%
Is it difficult to carry Chapter I materials from class to class?	71%	29%	-

Pilot Chapter I teachers offered the following types of comments about the facilities they had available to them:

"The type and variety of lessons are severely limited because of these physical problems. Lessons have to be written on oaktag or poster board and carried around. They are not always easy to see."

"I purchased milk crates which I pack in the morning and carry with me. I can't forget anything!"

"I can store Chapter 1 materials, but not supplementary materials."

"Although I have access to a blackboard, if I use it, I am that much more of a distraction to the regular class."

"I make my own charts and bring them with me, but at times you can not take all the materials you would like to use."

"Most classrooms are very comfortable for teaching."

"I leave the books and other materials in a safe place in the classroom and therefore carry very little material."

"The use of audio-visual materials usually ends up with the whole classroom being involved."

In addition to the limitations of sheer space and physical facilities, the in-class Chapter 1 location presented difficulties in terms of noise, distraction and limitations on instructional activities, as the following chapter explains.

Summary

The traditional pull-out Chapter 1 program takes place in separate Chapter 1 rooms, whereas a new pilot program takes place in the students' regular classrooms.

Ninety-four percent of the teachers with separate Chapter 1 rooms feel that their space is adequate, as compared to only 36% of the Chapter 1 teachers working in the students' regular classrooms.

While all of the separate Chapter 1 rooms observed had blackboards, bulletin boards and storage space, only three of the twelve classrooms used for the pilot model had these facilities. Of the three spaces evaluators judged adequate for the pilot program, two were halves of large double classrooms and one was a partitioned section of an open classroom complex. Regular sized classrooms did not provide sufficient space or facilities to

allow both the regular class and the Chapter I class to operate optimally at the same time.

As the following chapters of this report will show, the in-class model experienced difficulties with noise, distraction and a limitation on activities, as well as inadequate space and facilities.

V. LEARNING ACTIVITIES IN THE SHARED CLASSROOM;
NOISE AND DISTRACTION A MAJOR PROBLEM

Does the location of the pilot Chapter I program in the students' regular classroom affect the quality and quantity of learning activities that take place?

It is interesting that ninety-four percent of the classroom teachers responding to questionnaires said that the presence of the Chapter I class changes the activities they can carry on with their other students. (However, only thirty-one percent felt these changes meant their regular classroom students learned less.)

In addition, seventy-one percent of the pilot Chapter I teachers said that they encountered scheduling problems, as typified by the following kinds of comments:

"Due to recess, reading programs, lunch schedules, specialists, trips, etc. each group is not able to receive 45 minutes per day."

"Movies, art, music programs, etc. all interfere, even cleaning the class for the last period."

"Too much time is spent in one classroom due to the large number of eligible students."

(In comparison, only twelve percent of classroom teachers in the pull-out program said it was disruptive to have students leave the class for Chapter I instruction.)

Table 10 compares these perceptions.

Table 10

Problems In Scheduling

Question	N	Yes	Unsure	No	No Answer
"Have you encountered scheduling problems?" (Asked of Pilot Chapter I Teachers)	14	71%	--	21%	7%
"Does the presence of the Chapter I class in your room change the activities you can carry on with other students?" (Asked of Pilot Classroom Teachers)	18	94%	--	6%	--
"Is it difficult to have students leaving the classroom each day?" (Asked of Pull-out Classroom Teacher)	121	12%	6%	82%	--

The major type of classroom problem encountered in the pilot program has been noise and distraction that bothers and limits teachers and students alike.

Distraction

When pilot Chapter I teachers were asked by administrators to list pros and cons of the pilot program in October after being in the classroom just one month, the problem of students being distracted was mentioned by nearly every one. It was emphasized that these are children who are easily distracted in the first place.

When asked about this problem again in questionnaires sent out by evaluators in January, more than eighty percent of both Chapter I and classroom teachers in the pilot program said their students were distracted. As Table 11 shows, the classroom teachers found it the greatest problem (fifty-six percent said their classes were often distracted).

Table 11

Are students distracted by having Chapter I
in the regular classroom?

	Rarely or Never	Sometimes	Often
Pilot Chapter I Teachers	14%	50%	36%
Pilot Classroom Teachers	17%	28%	56%

It thus appears that the regular classrooms are having trouble trying to absorb Chapter I activities, even as Chapter I groups are modifying the activities they undertake. The teachers who have been most successful in coping with the shared classroom appear to be those who are prepared to be unusually interesting and quiet. A few teachers say their students were initially distracted but have adjusted to the shared classroom.

The following comments about distraction are typical of those made by teachers in the pilot in-class program.

Pilot Chapter I Teacher Comments

"I must be prepared and interesting, speak softly and monitor our activities. There are obvious distractions, varying from day to day."

"When 15-25 other children are doing activities with another teacher at the same time as our lesson and within view and hearing of our groups, there is an obvious distraction."

"Children do not desire to come to my table the minute I enter class. They desire to do the classroom teacher's task."

"It is very difficult to teach a lesson when other children in their regular class are on the floor playing with games, etc."

Pilot Classroom Teacher

"My students are often distracted - and they say so. ('I can't think with that noise back there'.) I often can't hear them when they read to me."

"Initially my students were distracted, but now they have become used to it."

"I must always modify my program so that very quiet activities are going on when the Chapter I teacher is in the room."

"The group that I work with finds it hard to listen because of the noise level. The group working with the Chapter I teacher has the same problem. Those at their seats just manage to get very little done."

When classroom teachers were asked if they found it difficult to have another teacher in their classroom 56% again said yes, but it is also interesting that 44% said no. Those who complained mentioned distraction, disruption, and in two cases the "chaos" of having more than one Chapter I class in their room each day.

Among those who said an additional teacher was not a problem, one claimed that it was the students, not the teacher, who created the distraction. One said she prefers to work with another teacher because she previously liked her experience in an open-space school.

Observed Classroom Activities

Although pilot teachers complain a great deal about distraction, classroom visits by evaluators determined that Chapter I learning activities in the shared pilot classrooms are not that different from the types of learning activities that occur in the separate Chapter I classroom for pulled-out students. The main difference is that it is more difficult to carry out these activities in shared classrooms particularly if discipline is loose, and it is usually necessary to keep voices low in oral work. Also it is usually the classroom teacher rather than the Chapter I teacher who has to actually restrict activities.

Table 12, for instance, shows that among those classes where Chapter 1 teaching techniques were observed by evaluators, individual assistance was the most frequently observed method in both models. There was somewhat more use of small group instruction in the shared pilot classroom as compared to more use of large group instruction, whole class instruction and independent work in the pull-out classes.

Table 12
Frequency of Observed Teaching Techniques

Teaching Technique	In-class (Pilot) N=12 Classes	Pull-out N=30 Classes
Staff assists student individually	67%	50%
Small group instruction (2-4 students)	33%	27%
Large group instruction (5-7 students)	8%	17%
Whole class instruction	33%	43%
Students working independently	25%	37%

A rich variety of student activities and interaction occurred in both program models. The main difference, surprisingly, was that there was more use of silent reading in the separate Chapter 1 rooms. Table 13 shows the proportion of observed classrooms in which each type of activity occurred.

Table 13
Student Activities Observed

Activity	In-Class Pilot N=12 Classes	Pull-Out N=30 Classes
Oral Reading	50%	50%
Using worksheets/workbooks	50%	43%
Vocabulary lesson	33%	57%
Discussion/Story	33%	37%
Conferring with teacher	16%	10%
Silent Reading	18%	40%
Watching teacher at blackboard	16%	7%
Listening skills	8%	3%
Playing instructional games	8%	3%
Working at blackboard	8%	10%
Decoding	-	3%

During observations the evaluator also tried to assess the activities being carried out by the regular classroom teacher. In seven classes students did independent seat work. In two classes the regular teacher did small group instruction while the rest of the class worked independently. In two cases where classroom teachers were at the front of the room instructing the rest of the class, the evaluator noted that the Chapter 1 students were distracted by these whole class instructional activities. In one large open classroom complex, all four regular teachers continued with their whole class instruction out of sight of the Chapter 1 class, which met in a partitioned section.

Another classroom teacher told the evaluator that she often takes her class to a different room during the Chapter 1 period.

Thus in nine of the twelve observed pilot classrooms the regular teacher restricted whole class activities to accommodate the Chapter 1 class going on in the back of the room.

A principal said that the pilot program works well in the morning during classroom reading time, but not as well in the afternoon when there are other things going on and the Chapter 1 children are more easily distracted.

Student Learning in Chapter 1

Although student performance cannot be accurately measured until post test results are available in May, it is interesting to gauge teachers' midyear perceptions as to whether Chapter 1 students seem to be learning as well in the pilot in-class model as in the pullout model.

As Table 14 shows, approximately one third of both classroom and Chapter 1 teachers believe the Chapter 1 students are learning less in the new model. Thirty six percent of the Chapter 1 teachers believe their students are

learning more, however, as compared to only 6% of the classroom teachers. The reason for this difference is not immediately apparent. One classroom teacher pointed out that the students appeared to be learning more because she could actually see their lessons this year.

Table 14

~~Are your Chapter 1 students learning as well
in the pilot model as in the pull-out model?~~

Pilot Respondent	Less	Same	More	No Answer
Chapter 1 Teachers	36%	14%	36%	14%
Classroom Teachers	33%	44%	6%	17%

It will be interesting to compare teachers' perceptions with actual test results at the end of the year.

Summary

Although Chapter 1 activities in the shared classroom do not differ greatly from Chapter 1 activities in separate classrooms, distraction is a major complicating factor.

It is the pilot classroom teacher, more often than the Chapter 1 teacher, who is forced to schedule activities that will accommodate another class in the room. Ninety-four percent of the classroom teachers said they had to modify activities. This modification usually means the avoidance of whole class instruction.

The pilot Chapter 1 teacher, on the other hand, does feel compelled to keep her students' voices low and also to avoid some whole group oral activities. The Chapter 1 teachers who have been most successful in coping

with the shared classroom appear to be those who are prepared to be unusually interesting and quiet.

Still, distraction continues to be a problem, according to more than 80% of both pilot Chapter I teachers and classroom teachers. In fact, 56% of the classroom teachers say it is often a problem as compared to a third of the Chapter I teachers.

VI. COMMUNICATION AND COORDINATION IN THE SHARED CLASSROOM

Has In-class Chapter I Instruction improved communication between the student's regular teacher and Chapter I teacher? Has the proximity of the two teachers resulted in better coordination between the student's Chapter I work and regular work?

As Table 15 shows, the majority of pilot staff say there is the same amount of communication in the in-class pilot model this year, as in the pull-out model last year when the Chapter I teacher taught in a separate classroom. However, more than a third of the respondents say there is more communication this year.

Table 15

Pilot Respondents Perceptions of Change In Amount
of Communication Between Chapter I Teachers and Regular
Teachers In Pilot Program Compared to Regular Program

Pilot Respondent	N	Change In Amount of Communication			
		Less	Same	More	Unsure
Chapter I Teacher	14	--	57%	43%	--
Regular Classroom Teacher	18	--	56%	33%	11%
Principal	6	--	50%	50%	--

It should be noted that among those who explained what they meant by the "same" amount of communication, the most frequent type of comment was that communication had always been good. A few respondents on the other hand, claimed that neither program model affords enough time for discussion between teachers.

The following comments are typical of respondents who rated communication "the same" or "more."

The same amount of communication

"We communicate well enough. But I communicated just as well last year when we had the Title I reading room."
(Pilot Classroom Teacher)

"No change. Communication generally occurs outside of classroom at lunch, recess, etc." (Pilot Classroom Teacher)

"I always had communication with classroom teachers."
(Pilot Chapter I Teacher)

"If you wish to discuss a student's progress the time is usually taken from the 45 minute group schedule. Therefore you are interrupting the whole class and you might also be discussing a child's progress within his earshot. This was possible in the old Chapter I program also. Otherwise you communicate when you can as in the past: during recess, lunch, etc." (Pilot Chapter I Teacher)

"It depends upon the classroom teacher, class size and time involved. Teachers are cooperative, but when the classroom size is larger, there is little time for conferences." (Pilot Chapter I Teacher)

"There has always been a high level of communications between Title I, now Chapter I, teachers and regular ed. teachers at this school." (Pilot Principal)

More communication this year

"We're together more. We have more chance to talk to each other and we have more to talk about." (Pilot Classroom Teacher)

"Since she comes to the classroom it is easier for me."
(Pilot Classroom Teacher)

"Everyday interaction is possible with the Chapter I program." (Pilot Chapter I Teachers)

"The nature of the program requires a lot of communication. I 'brief' the teacher as to what was covered so that she can continue during her regular time with the group, she does the same for me." (Pilot Chapter I Teacher)

In order to look more closely at what is being communicated between the two teachers, we asked both pilot and non-pilot staff to rate sufficiency of communication on seven different topics. These topics included student

reading skills, student classroom behavior, student motivation, aspects of student performance, as well as the logistics of teachers sharing materials and facilities. Table 16 shows the proportion of each responding group who found communications sufficient on each topic.

Table 16
Sufficiency of Communication on Each of Seven Topics
as Perceived by Different Types of Teachers

TOPIC	Pilot Ch.1 Teacher* N = 14	Pilot Class- room Teacher N = 18	Pullout Ch.1 Teacher N = 83	Pullout Class- room Teacher N = 121	Average for Topic
Reading Skills	56%	100%	89%	64%	77%
Classroom Behavior	61%	83%	88%	72%	76%
Student Motivation	50%	72%	83%	64%	67%
Progress	56%	94%	89%	70%	77%
Coordination Between Chapt. 1 and Class- room Work	61%	89%	78%	59%	71%
Average for 1st Five Topics Re: Student Performance	57%	88%	85%	66%	74%
Sharing Materials	44%	89%	Not applicable		67%
Sharing Facilities	50%	83%	Not applicable		67%
Average for Last Two Topics Re: Sharing Space	47%	86%			67%

* In addition to the percentages reported for this group, one Pilot Chapter 1 teacher reported that communications were sufficient in four of the seven classrooms she served, but lacking in her other three classrooms.

It is interesting to note that pilot classroom teachers, as a group, expressed the greatest satisfaction with communication on student performance topics, while the pilot Chapter 1 teachers were the least satisfied. This difference in attitudes is probably attributable to the fact that the classroom teacher finds it more convenient to have the Chapter 1 teacher come

to her room for discussions, while the Chapter 1 teacher feels fragmented among several different classrooms.

The difference in attitudes is even more noticeable as regards sufficiency of communication about sharing facilities and materials. Interestingly, five teachers in the pilot program complained that there was too much discussion about sharing space. This would indicate that in at least some cases, proximity has raised new problems to occupy discussion rather than providing more time for communicating about students' needs and progress.

In the pull-out program, on the other hand, the Chapter 1 teachers who operate out of their own rooms express more satisfaction with communications about student performance than the classroom teachers who are physically removed from Chapter 1 activities.

On the average, school principals tended to express much more satisfaction with communications and coordination than their teachers who are more closely involved with Chapter 1 activities. Principals ratings of communication and coordination were high for both the in-class and pullout models, as the following figures indicate.

- o Five out of six responding principals of schools with in-class Chapter 1 programs rated coordination between teachers sufficient and communications good to excellent.
- o Ninety-one percent of the responding principals who have pull-out programs also rated coordination sufficient and communications good to excellent.

Methods of coordination between teachers ranged from regularly scheduled meetings, to daily contact, to informal discussions at lunch or recess. Informal discussions were mentioned most frequently. A few teachers mentioned that they coordinated through a third party, usually the reading coordinator.

The following comments shed some additional light on the way coordination is achieved in the pull-out Chapter 1 program.

Chapter 1 Teachers

"Through regular conversations with classroom teachers."

"Regular monthly teacher meetings."

"Before school, recess time, when picking up children, lunch time, after school."

"Informal frequent discussions with classroom teachers and survey of all tests and data."

"Under the supervision of the building administrator, Chapter 1 and Regular Classroom teachers meet at the beginning of the year and at each report card. An instructional level is decided on based on test results and performance."

"There is a reading coordinator in the school who coordinates the reading program and everyone has meetings throughout the school year."

"There is a skill of the month in the reading program. Also there is constant communication going on."

"This is a lab program so there is no coordination."

"Many teachers are given daily reports. All receive quarterly reports. Also, Chapter 1 teachers are included in 766 Core Evaluations."

Pull-out Classroom Teachers

"We talk about twice a week. He checks on the tests given in the classroom too."

"If the regular education teacher finds that a 'Chapter 1' child has a special problem, she discusses problem with Chapter 1 teacher and between them the child can be helped."

"Chapter 1 teacher and classroom teachers have set monthly goals and tasks to teach."

"At times through communication with the teachers. However, most of the coordination rests on the fact that teaching reading in Grade One involves 1) the alphabet, 2) consonants, and 3) the vowels before anything else gets done. There is little variation."

Regular Classroom Teacher

"The below grade child receives the individual attention in needed areas that I cannot cover in my regular program, but it would be nice to have a preview of what is going to be done each term instead of finding out at the end of the term. This could help coordination."

"The Chapter 1 class that services children from my classroom does so in isolation from anything going on in my classroom."

"Informal and formal discussion regarding individual pupil progress, mentioning what the pupil is doing in reading skills."

Planning

One major issue related to coordination is how teachers go about planning lessons. When Chapter 1 teachers were asked if they were able to plan lessons for each class, 81% of the pull-out teachers said "yes" as compared to 71% of teachers in the pilot in-class Chapter 1 program.

Table 17

Are you able to plan lessons for each class?

	YES	SOMETIMES	NO	NO ANSWER
In-class Chapter 1 Teachers	71%	29%		
Pull-out Chapter 1 Teachers	81%	14%	4%	1%

The lack of time for planning seemed to be the major complaint of both groups. Many teachers commented that they had to do their planning outside of the school day, but as one teacher summed up:

"There is very little time to plan, but it can be done."

Another type of comment that was peculiar to the In-class Chapter I teachers, however, was that they sometimes had to follow the homeroom teachers' plans rather than their own. The following comments were typical of this type of complaint:

"Often when you arrive in a room some other need arises."

"You plan, but you have to jump ahead or behind to stay with the lessons the teacher is working on. Sometimes you are asked to teach a certain skill on the spur of the moment."

"Sometimes I have to follow through with a lesson started by the homeroom teacher rather than use the one I have planned for the day."

Summary

More than a third of the participants in the pilot program believe that model has facilitated an increase in communications between the Chapter I teachers and regular classroom teachers. However, Pilot Chapter I teachers are less satisfied than the classroom teachers with the sufficiency of communications regarding students' work and the sharing of classroom facilities.

The majority of pilot teachers say that coordination of the students' program still gets accomplished outside of the classroom, as it always has--before school, during recess, during lunch, or after school. As one teacher points out, if any classroom time is diverted to teacher discussion the Chapter I students lose out on instruction time.

Eighty-one percent of responding pull-out teachers are able to plan lessons for each class as compared to seventy-one percent of pilot teachers.

Perhaps the most interesting finding, however, is that some pilot Chapter I teachers feel pressured to follow the homeroom teachers' plans instead of their own.

VII. USE OF THE SAME BASAL READER FOR CHAPTER I AS FOR REGULAR CLASSWORK; SUPPLEMENTARY CURRICULUM MATERIALS

In the pilot in-class Chapter I program this year, students are using the same basal readers as they use for their regular class work. In the pull-out program, on the other hand, different basal readers are used for Chapter I and the regular classroom.

BASAL READER	
In-Class (Pilot)	Same basal reader and materials as used in regular class
Pull-Out	Different basal and materials than regular class

Because the selection of appropriate Chapter I reading materials has been an issue, teachers involved in both program models were asked whether they felt the same or different basal readers should be used for Chapter I and regular classwork.

Perhaps predictably, the results in Table 18 show that the majority of teachers are happiest with the type of basal reading materials they are currently using.

Table 18

Should Chapter I children use the same basal reading series for Chapter I and their regular Classwork?

Type of Teacher	N	Yes	Unsure	No
Pilot (In-class) Chapter I Teacher	14	57%	21%	21%
Pilot (In-class) Classroom Teacher	18	67%	11%	22%
Pull-out Chapter I Teacher	83	3%	3%	93%
Pull-out Classroom Teacher	121	17%	12%	69%

The majority of teachers involved in the in-class Chapter I program tend to feel that the use of the same basal reader helps to reinforce the skills being taught by the regular teacher in the classroom.

Teachers Involved In the pull-out program, on the other hand, tend to feel that students are more motivated to learn when they are presented with different materials. It is interesting, however, that within the pull-out model, there is a greater proportion of Chapter 1 teachers than classroom teachers who oppose using the same basal.

The following comments typify the arguments for and against using the same basal readers, as expressed by teachers in each of the program models.

Comments

In-Class Pilot Teachers

a. For Same Basal

"This is the best part of the program. The children seem to be progressing very nicely with the reinforcement."
(Chapter 1 Teacher)

"It relieves some of the burden of the classroom teacher in reviewing vocabulary, checking workbooks, doing the suggested follow-up activities. The students are motivated more now (especially in the upper grades) to complete work 'contracts' and assignments. They ask more relevant questions and have more of an interest in completing the work." (Chapter 1 Teacher)

"I find that by both teachers using the same basal there is continuity to the program." (Classroom Teacher)

"There is reinforcement especially in the skills areas."
(Classroom Teacher)

b. Against Same Basal

"Not if they are going to reread a story you just have finished. It would be good only if they reviewed at a lower level in areas that need improvement." (Classroom Teacher)

"I think that we should be working on common objectives but be free to use a variety of materials that are not necessarily tied to the same basal." (Classroom Teacher)

"With the same basal it becomes too easy for Chapter 1 to take the place of the teacher's reading program." (Chapter 1 Teacher)

"Some teachers have told us not to use their basals. We have been using supplementary skill reading materials."
(Chapter 1 Teacher)

Pull-out Teachers

a. For Same Basal

"Same basal would reinforce skills taught in regular classroom." (Classroom Teacher)

"These students are the ones who can least afford diversity of subject matter and method in one day! The basal mandated may not be appropriate to the particular child's needs, but the Chapter 1 teacher could adapt it beneficially." (Classroom Teacher)

b. Against Same Basal

"It would be educationally unsound and certainly boring for children to read the same stories when other materials are available." (Chapter 1 Teacher)

"Different materials allow the child to work where he can achieve. The same material would only perpetuate the failure that brings him to Chapter 1." (Chapter 1 Teacher)

"If same series were used motivation and interest levels would be seriously affected." (Chapter 1 Teacher)

"Shouldn't use same for uppergraders; for grades one and two, yes." (Chapter 1 Teacher)

"Children need to be motivated. If they're using the same series as the regular classroom they will not be motivated." (Classroom Teacher)

"A different series may give an approach which will 'click' better with the child." (Classroom Teacher)

Curricular Materials Observed in Use

In addition to working with basal textbooks, Chapter 1 teachers use a variety of supplementary materials.

Table 19 compares the curricular materials that evaluators observed in use in in-class and pull-out classes.

Table 19

Curricular Materials Observed In Use In Pilot and Pull-out Programs

Materials	In-Class Pilot N=12 Classes	Pull-Out N=30 Classes
Textbooks	--	47%
Workbooks	25%	47%
Worksheets	67%	50%
Letter Cards	8%	--
Globe	8%	--
Learning Kit	--	30%
Dictionary	--	7%
Supplementary Reading Books	--	7%
Plays	--	3%
Filmstrips	--	3%
Tape Cassettes	8%	7%
Record	--	3%

The major difference is that a greater variety of materials, including audio-visuals, were observed in the pull-out classes. Also, teachers in the pilot apparently did not have students re-read stories in the classroom basal text. However, pull-out teachers, who are using different texts from the classroom, apparently do more text work with their Chapter 1 students.

Almost all of the pilot teachers said they found it difficult to carry materials from class to class. Most teachers had established the practice of setting up separate baskets--one for each class--containing student folders, workbooks, and the needed instructional materials. The number and variety of materials which could be found was extremely limited. Only one audio tape was observed in use, and several pilot teachers noted that they could not do oral-aural work as much as they would like.

One teacher felt there were limited materials available to the pilot program. She did not have teachers' manuals for the Holt series and she felt that the sequence of skills in the Holt was not as strong as in the basal she had used in the pull-out program. A pilot principal said that the pilot

program did not receive as many "perks" or materials as the regular Chapter 1 program.

Chapter 1 teachers in the pull-out program, on the other hand, repeatedly told the evaluator that materials were adequate, and appreciated that Chapter 1 administrators were responsive to their requests for additional supplies. However, two teachers told us that they would like to be more involved in choosing materials. One teacher said she received machines and sixth grade level books that she doesn't need, although she could use additional lower level books.

Two teachers have put instructional activities for each story on file folders. The instructional activities include vocabulary words, sentences using the vocabulary words, a guide question for students to think about as they read the story and comprehension questions. A teacher remarked, "Making these was time consuming, but I think it makes a better program."

Summary

A majority of the teachers involved in the pilot program favor using the classroom basal in Chapter 1 work as a means to reinforce classroom instruction. On the other hand, a majority of teachers involved in the traditional pullout program, feel that the use of different basals is more motivating to students and more appropriate to students' reading levels.

During on-site visits, evaluators observed that a greater variety of curricular materials were used in the separate Chapter 1 rooms than in the in-class model. The main reasons for this difference are 1) pilot teachers find it difficult to carry materials from class to class, and 2) it is harder to use audio-visual materials and materials requiring out-loud work in the shared classroom.

VIII. IMPACT OF REDUCTION IN PARAPROFESSIONALS

In response to budget cuts, the number of paraprofessionals has been further reduced this year. As of December, 1982, there were 67 paraprofessionals assisting 119 teachers in the pull-out program. There are no paraprofessionals in the pilot program or in private schools.

The majority of paraprofessionals assist two teachers; however, as shown in Table 20, some assist as many as three or four teachers.

Table 20

How many teachers do you assist?
Respondents = 45 Paraprofessionals

ONE	5
TWO	28
THREE	11
FOUR	1

As Table 21 shows, more than half the paraprofessionals indicated that it was difficult to assist more than one teacher. Confusion and a break in continuity were the main reasons given.

Table 21

If you work for more than one teacher,
do you find this difficult?
N = 40 Paraprofessionals

YES	UNSURE	NO
55%	8%	38%

Only one paraprofessional said she enjoyed the change. The following comments were typical:

"There is a lack of continuity when my time is divided between two schools."

"If I'm helping a child master a certain skill, I may not get back to him for three days while I'm in another school."

"I feel I could give more in depth assistance if I serviced one teacher."

"Being with four teachers is very difficult and confusing."

One paraprofessional, who said it was not difficult to assist two teachers, went on to explain:

"It's not difficult, but I don't get to know the children and their weaknesses as well as I did working with one teacher."

Another paraprofessional said the only good thing about working in two schools is that she can sometimes borrow materials from the other school.

As might be expected, more than half the paraprofessionals feel there has been an increase in the amount of time they spend doing paperwork and a decrease in the amount of time spent working with children. Table 22 reports their responses to a question on this issue.

Table 22

In thinking about your work week, this year and last have there been any changes in the amount of time you spend working with children and doing paperwork?
N = 45 Paraprofessionals

Weekly Tasks	Spend More Time This Year	Spend Same Amount of Time	Spend Less Time This Year	NA
Working with children	16%	18%	62%	4%
Paperwork	67%	20%	4%	9%

During an informal on-site interview, one paraprofessional explained that she didn't work with children as much as she used to. Instead she spent a lot

of time catching up with paperwork and was more of a clerical person "like when I first started."

In more than half the classes observed by evaluators the paraprofessional divided her time between assisting individuals or small groups and correcting students' work. In only one class did the paraprofessional spend the entire class correcting. In some classes the paraprofessional seemed to be assigned to a specific individual or small group, while in others, the paraprofessional freely responded to pupils as they indicated they needed help. Table 23 indicates the kinds of activities observed during classroom observations.

Table 23
Role of the Paraprofessional
N = 14 Observations

Role	N	%
Escorting pupils to and from class	8	57%
Working with individuals for reinforcement	7	50%
Working with small groups for reinforcement	3	21%
Leading discussion groups about story/ listening to students read	3	21%
Correcting worksheets/books	9	64%
Taking attendance/record keeping	2	14%
Playing instructional games	2	14%

Not surprisingly, paraprofessionals were the group feeling most strongly that their reduction has had an impact on the Chapter I program, but as Table 24 indicates more than four-fifths of the principals and Chapter I teachers agreed. Responses from pilot teachers were more divided.

Table 24
Do you think the reduction of paraprofessionals has
had any impact on the Chapter I Program?

Respondent	Yes	Unsure	No	NA
Paraprofessional (N = 45)	93%	2%	2%	2%
Chapter I Teacher (N = 83)	87%	7%	5%	1%
Chapter I Pilot Teacher (N = 14)	57%	14%	29%	--
Principal (N = 46)	91%	2%	4%	2%

The concern mentioned most frequently by all staff is that students are receiving less individualized instruction. For instance, of fifty-six teachers (in the pull-out model) who added comments about the impact of fewer paraprofessionals, over half said they now spend less time on individual instruction. Increased paper work is also a concern. The following comments were typical:

Chapter 1 Teachers (in Pull-out Model)

"To individualize you need the para's full support. A para relieves the teacher to allow more direct services for the children. Also, the record keeping is better facilitated because of the para."

"The para contributes to the individualizing program by giving the student more attention. Also, with all the paper work, the para is very necessary to help keep the work from being burdensome."

"Many children need a one on one teaching situation. With a para only one day a week they are not getting that."

"She was my right arm, I depend on her to reinforce until I can get back to that child."

"Paraprofessionals are a great help in reinforcing learning experiences and motivating children. The children would benefit by having a full time para available to them."

Principal

"The teacher is not able to give as much time to pupils. Paraprofessionals were a great help in correcting for Chapter 1 teachers."

As mentioned previously, pilot Chapter 1 teachers were divided about the impact of the reduction in paraprofessionals. Three of them, for instance, simply noted that paraprofessionals are not necessary in the pilot program.

On the other hand, comments from those pilot teachers who thought the reduction had a negative impact sounded similar to regular Chapter 1 teachers. Less individualization and more paperwork were recurrent themes:

"It has decreased the amount of individualization."

"No time to do paperwork, keep records. I feel that while in the classroom my whole time there should be spent in direct teaching -- not giving busy work so I can do my records."

"Paras were there to reinforce skills. This enabled the Chapter I teacher to individualize as much as possible."

For some Chapter I teachers not having a full-time paraprofessional has prompted a change in teaching style. As teacher said, "Not having aides doubles up your work. On days she's not here I do more groupy things."

From discussions with staff during on-site visits, the evaluator deduced that sharing a paraprofessional is somewhat easier when the paraprofessional stays in one school. Then the "other teacher" can occasionally ask the paraprofessional to mimeograph papers or run an errand.

Summary

With a further decrease in the number of paraprofessionals this year, the majority of these aides now are shared by two or more teachers. For most paraprofessionals this arrangement results in a sense of discontinuity, and a decrease in their interaction with students. A majority of Chapter I teachers and principals in the schools with traditional pullout programs say that the reduction in paraprofessionals has meant 1) a reduction in individualized instruction and 2) increased paperwork for teachers. Three pilot Chapter I teachers pointed out that paraprofessionals are not necessary in that model and are not currently being used, yet a majority of this group also claimed that the reduction in paraprofessionals caused less individualization of instruction and more paperwork for teachers.

IX. ADVANTAGES, DISADVANTAGES, PREFERENCES AND SUGGESTIONS

Degree of Satisfaction with Pilot Program

On the whole, are participants in the pilot program satisfied or dissatisfied with that model?

As Table 25 indicates, 28% of the Chapter I teachers, 28% of the classroom teachers and 50% of the principals are satisfied with the in-class Chapter I program, whereas the rest of the participants all had reservations.

Table 25
How satisfied are you with the Pilot Program?

Pilot Respondent	N	Satisfied	Somewhat Satisfied	Dissatisfied
Chapter I teacher	14	28%	36%	35%
Classroom teacher	18*	28%	22%	44%
Principal	6	50%	33%	17%

* One No Answer

The fragmented range of responses to this question is in part due to the normal process of "settling in" to a new program, but it appears that some of this dissatisfaction will remain because of inherent problems with the pilot model.

It is interesting that principals (who are least involved in daily classroom activities) are the group that is most satisfied with the pilot program. On the other hand, classroom teachers, who now have to share their space, are even more dissatisfied than Chapter I teachers, who perhaps feel some need to express pride in their Chapter I work.

One hypothesis was that adequate classroom space would help a classroom teacher to be more satisfied with an in-class Chapter I program.

Table 26 shows that only 28% of the pilot classroom teachers felt they had adequate space for Chapter I. This is the same as the proportion of teachers who were satisfied with the pilot program.

Table 26
Is there enough space in your classroom
for the Chapter I program?

	N	YES	UNSURE	NO
Pilot Classroom Teacher	18	28%	5%	67%
Non-Pilot Classroom Teacher	121	4%	2%	94%

Among classroom teachers whose students are currently in the pull-out program, 94% feel that they wouldn't have enough space for a Chapter I program in their classroom next year.

Even among the 28% of classroom teachers who expressed satisfaction with the in-class program this year, and who claimed to have enough space for the program, only 6% preferred to have an in-class program next year, as the next section shows.

Preference for Pull-out Versus Pilot Model

As Table 27 shows, more than 93% of the classroom teachers said they preferred a separate Chapter I program next year (regardless of whether or not they were participating in the pilot this year).

Among Chapter I teachers, 57% of those currently in the in-class program would definitely prefer to have Chapter I in a separate room instead next year, and another 29% would like to make their own choice for each group of students.

Table 27
Preferences for Chapter I In Separate Room or In-Class Next Year

Respondent	N	In-class	Separate	Both or Own Choice
<u>Pilot (In-Class)</u>				
Chapter I Teacher	14	14%	57%	29%
Classroom Teacher	18	6%	94%	--
Principal	6	17%	67%	17%
Pilot Average	38	12%	73%	15%
<u>Non-Pilot (Separate)</u>				
Chapter I Teacher	83	--	100%	--
Classroom Teacher	121	3%	93%	4%
Principal	46	4%	91%	4%
Non-Pilot Average	250	12%	95%	3%

Of the Chapter I teachers who currently have their own room, 100% would prefer to continue with a separate room; not one preferred to teach Chapter I in the regular classroom.

Principals in pilot schools were only slightly more in favor of an in-class Chapter I program than their teachers were.

On the whole 95% of respondents currently involved in the separate room Chapter I program were in favor of continuing with a separate room, while only 12% of those involved in the in-class program definitely preferred to continue with the in-class program.

Major Advantages of Locating Chapter I In the Regular Classroom (the Pilot Model)

Asked to cite two major advantages of locating Chapter I in the regular classroom, the greatest proportion of respondents said that there were none (and this negative response was often expressed with hostility).

Table 28 categorizes the various advantages mentioned and shows the proportion of respondents naming each item.

Table 28
Major Advantages of Locating Chapter 1 In the Regular Classroom

Advantages	Chap. 1 Teacher N=14x2*	PILOT Classroom		Chap. 1 Teacher N=83x2	NON-PILOT Classroom	
		Teacher N=18x2	Principal N=6x2		Teacher N=121x2	Principal N=46x2
1. None	21%	44%	25%	90%	86%	85%
2. Continuity of In- struction/rein- forcement skills	25%	14%	-	1%	1%	1%
3. Increased communi- cation between teachers	11%	17%	17%	2%	2%	4%
4. Coordinate with same basal reader	18%	6%	17%	1%	1%	-
5. Children not segregated	11%	3%	8%	-	1%	1%
6. Children don't have to travel/ less disruptive	7%	-	17%	4%	3%	5%
7. See child in both environments	4%	6%	8%	-	2%	-
8. Better self image for child	-	6%	-	-	1%	-
9. Materials at hand in classroom	-	3%	-	-	-	-
10.Reduced expenditure	4%	-	-	1%	1%	-
11.Extra teacher for reading groups	-	-	8%	-	1%	1%
12.Greater flexibility	-	3%	-	-	1%	-
13.Could save space in an overcrowded school	-	-	-	1%	1%	2%
14.Possible more control over student behavior	-	-	-	1%	1%	-
15.A challenge a good teacher could meet	-	-	-	1%	-	-
16.Elimination of aide	-	-	-	-	-	1%
17.Parents may feel more comfortable	-	-	-	-	1%	-

* Each respondent was asked to name two major advantages.

Among specific advantages that were mentioned, the three items most frequently noted by those currently participating in the pilot program were reinforcement of classroom reading instruction, use of the same basal reader, and greater communications between teachers. Two principals also thought it was an advantage that students didn't have to travel through the building as much. Among the pilot staff, 44% of the classroom teachers indicated there were no advantages, as opposed to 21% of the Chapter I teachers and 25% of the principals.

Those respondents who now have a traditional pull-out Chapter I program in a separate classroom were least inclined to see any advantages in the in-class program. One angry respondent bitterly joked that the only advantage was that "the aspirin company might sell more aspirin" if the in-class program were introduced.

Disadvantages of Locating Chapter I in the Regular Classroom

Table 29 categorizes the responses made when asked to cite the disadvantages of the in-class program. Pilot participants and Chapter I teachers in the pull-out model were asked this question.

On the whole, all groups of respondents were far more inclined to cite disadvantages than advantages. For purposes of this table, all items mentioned were counted (regardless of how many issues were mentioned by an individual respondent). The percentages represent the proportion of total comments that fell in each category.

Table 29

Disadvantages of Locating Chapter 1
In the Regular Classroom

Disadvantages	PILOT			NON-PILOT
	Chap. 1 Teacher N=21*	Classroom Teacher N=29	Principal N=10	Chap. 1 Teacher N=199
1. Too distracting/noisy	24%	59%	20%	35%
2. Too little space	14%	17%	20%	12%
3. Turf problems/who's in charge/responsibility for rest of classroom when other teacher is out	24%	--	20%	4%
4. Inability to individualize enough	14%	--	--	5%
5. Limitation on activities	--	10%	10%	2%
6. Have to carry materials/ not use own materials	10%	--	--	8%
7. Not enough materials	--	3%	--	3%
8. Inability to use audio-visuals	5%	--	--	5%
9. Friction between teachers	5%	--	--	6%
10. Conflict of teaching styles/confusion of two teachers in room	--	--	--	7%
11. Children not up to reading level set by classroom teacher	5%	--	--	1%
12. Inhibits teacher	--	--	10%	2%
13. Scheduling problems	--	3%	--	5%
14. Needed time wasted	--	--	--	2%
15. Chapter 1 teachers time wasted in travelling	--	3%*	--	1%
16. Reading groups unequal size	--	--	10%	--

* N=total number of items cited.

(Cont. on next page)

(Cont. from previous page)				
17. Same basal is boring	--	--	10%	2%
18. Stigmatizes child	--	--	--	2%
19. Non-Chapter I students would want individual attention	--	--	--	1%
20. Negative environment	--	--	--	2%
21. No para to help individualize	--	--	--	1%
22. Can't plan own program; become just an aide to classroom teacher	--	--	--	2%
23. None	--	3%	--	--

As can be seen from Table 29, the disadvantage most frequently mentioned by all groups was that having the Chapter I program in the regular classroom creates too many distractions (and classroom teachers were even more adamant about this point than Chapter I teachers).

The issue most frequently mentioned by pilot Chapter I teachers concerned "turf" problems. These teachers indicated that it was often unclear which teacher was "in charge" of an issue. Some complained about the regular teachers' lack of classroom management, and others noted that they had to take charge of the class when the classroom teacher was late or out of the room. The "turf" issue did not seem to bother classroom teachers. It is very interesting, however, that one non-pilot Chapter I teacher felt that the pilot program is giving classroom teachers "what they always wanted--control of the Chapter I program."

Space that was too small or crowded to adequately service Chapter I and the regular classroom at the same time was also high on the list of disadvantages of all groups.

Both pilot and non-pilot Chapter I teachers were concerned about the inability to individualize Chapter I instruction sufficiently and the

limitations imposed on the use of materials and audio-visual equipment.

The non-pilot Chapter 1 teachers are apparently afraid of some kinds of problems (such as stigmatizing children) that haven't materialized in the pilot.

Suggestions for Improving the Pilot Program

Table 30 categorizes the responses given when pilot staff were asked to give suggestions for improving the pilot program. It also shows the number of times each type of comment was made.

Table 30
Suggestions from Pilot Staff for Improving the Pilot Program

Suggestions	Chapter 1 Teacher N=21	Classroom Teacher N=29	Principals N=10
1. Switch back to own classroom for Chapter 1 (pull-out model)	5	10	2
2. Keep same basal as teachers	1	4	1
3. Provide more supplementary materials	4	-	1
4. Increase planning time	3	1	-
5. Continue to encourage communication between regular class and Chapter 1 class	1	3	-
6. Quiet space for <u>some</u> activities outside regular classroom (flexible model)	2	1	-
7. Have an aide	2	-	-
8. Provide workshops	1	-	1
9. Concentrate Chapter 1 on Grades 1, 2, and 3	-	1	-
10. Have Chapter 1 and regular teacher work together in setting up reading program for <u>all</u> students	-	-	1
11. Improve way of moving materials from room to room	-	-	1

As Table 30 shows, 17 respondents suggested that the Chapter I program be moved back into a separate classroom, obviously eliminating one of the main features of the pilot program. Six of the respondents mentioned that they wanted to retain the other main feature of the pilot program, which is the use of the same basal reader in Chapter I and the regular classroom.

Suggestions for improvement included an increase in supplementary materials, an increase in planning time, provision of workshops, and encouragement of communication between teachers.

One interesting suggestion was that the pilot model be modified to allow quiet space for some activities outside of the regular classroom.

Summary

The pilot program has not been well received in Chapter I schools. Well over a third of the participating Chapter I teachers and classroom teachers are extremely dissatisfied with the program and half of the principals have reservations, as well.

Seventy-three percent of all pilot respondents would prefer to have separate Chapter I rooms instead next year, and 95% of the non-pilot staff prefer to retain their separate Chapter I rooms.

The most frequently mentioned advantages of the pilot program are reinforcement of classroom reading instruction, use of the same basal reader, and greater communications between teachers. However, the most frequent response from all groups, except Pilot Chapter I teachers, is that there are no advantages.

The disadvantage most frequently mentioned is that it is too distracting to run two instructional programs at the same time in one classroom. Other disadvantages cited were the lack of adequate space for the program, "turf"

struggles between teachers, limitations on the use of materials and audio-visual equipment and the inability to sufficiently individualize Chapter I instruction given the foregoing problems.

The few suggestions for improving the pilot program included teacher workshops, an ~~increase in planning time~~, and modifying the model to allow quiet space for some activities outside the classroom.

X. RECOMMENDATIONS

Recommendation 1:

The pilot (in-class) model of Chapter 1 services should not be continued.

Discussion:

While final determination of the educational benefits or losses due to the pilot program awaits the post-test results at the end of the year, the general consensus of Boston teachers and principals polled is that the pilot program is not as good as the traditional pull-out model.

When given a clear choice between the two programs, only a small minority favor the in-class model.

Given that most Boston schools currently have adequate numbers of classrooms to supply Chapter 1 teachers with their own rooms, the pull-out model offers several major advantages.

First, there is less distraction for both the Chapter 1 students and the rest of the class when the pull-out model is used.

Second, with the pull-out model both Chapter 1 and regular classroom teachers have greater flexibility in the types of teaching techniques they can use. In particular the Chapter 1 teachers would have more opportunities to use audio-visual equipment and whole class recitation techniques. The regular classroom teachers would no longer be restricted to using "quiet" teaching techniques when the Chapter 1 teacher was in the room.

Recommendation 2:

If an in-classroom Chapter 1 model were to continue, certain conditions should be met.

Discussion:

If an in-class Chapter 1 model is to continue to be used, the following guides should be used. These guidelines are based on observations and interviews in the pilot schools.

a. The principals should be allowed to choose which classrooms are to have the in-class Chapter 1 model.

b. Generally any classroom which has an in-class Chapter 1 model should have available to the Chapter 1 teacher the following:

- o A blackboard
- o A bulletin board
- o A file cabinet (preferably locked)
- o Adequate space for Chapter 1 students at least ten feet away from a seat occupied by a regular classroom child

Generally the In-class Chapter I teacher should be a very experienced teacher, usually one who has been in the school several years.

A principal in opting for an In-class model should be sure that both the Chapter I and the regular teachers involved have compatible teaching styles and are willing to work cooperatively with each other.

Recommendation 3:

There should not be any further cuts in the number of paraprofessionals relative to the number of Chapter I teachers.

Discussion:

A considerable majority of the respondents to our questionnaires note that the reduction in the number of paraprofessionals has had a detrimental effect. In our observations, there seem to be somewhat more use of whole group and small group instruction as contrasted to individualized instruction when the paraprofessionals are not present. If further cuts in the number of paraprofessionals are made the program will shift from its current diagnostic-individualized approach to a more small group instructional mode.

Recommendation 4:

A different Chapter I Basal Reader should be used rather than using the same one as the regular teachers.

Discussion:

While there are few strong opinions about Basal Readers, our observations were that the Chapter I teachers using their own basals were able to plan their lessons with greater security and with a longer time horizon than those using the regular teacher's Basal Series.